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ROMAN HISTORY IN THE FOURTH GRADE

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The curriculum of the fourth grade of the University Elementary School includes Greek history in the first semester and Roman history in the second. One thirty-minute period each day is given to this study. This does not take into account time devoted to composition work in these subjects, which is done in the regular English periods.

It is acknowledged that the general aim in teaching history to the child is to broaden the range of his experience, to make him understand and appreciate the actions of his fellow-men—to make him more sympathetic toward the different races of the world. If this aim is to be carried out, there must be presented in the grades not only a study of American history, but a study of those nations out of whose civilization the institutions of America have grown. A complete understanding of our own nation cannot be gained and appreciated without a study of ancient Greece, Rome, and the Middle Ages.

Roman history involves a discussion of social and political struggles, which as such cannot be taught to fourth-grade children. They are by no means prepared to receive Roman history as taught to a high-school class. But they are able to receive more or less definite suggestions and impressions by means of pictures, stories, and illustrative material. This phase of history has the advantage of being to a great extent stories of the exploits of heroic men, and the attention of the children can be held almost the whole time to the lives of these particular heroes. However, it is most important that the impressions gained by the children should be in chronological order. The history of Rome is a unit and is of much more interest to the children when they are able to grasp this unity—that is, to see the relation between the big events and to link them together. An attempt was made by the writer to teach Roman

history as a series of biographies, touching the lives of the great leaders, but she was forced to explain to the children the causes of certain events; they were not willing to pass from one topic to another without knowing the "why" for the transition. So, while the emphasis should be placed upon the personalities of the heroes, as Hannibal, Caesar, etc., an attempt should be made to keep before the minds of the pupils the real sequence of events and to show the relation between the successive periods of the history.

Since children in the fourth or fifth grade are so attracted by the heroic and the dramatic, what could be more suitable as literature than the history of the Romans, so rich in legends and stories that rank among the best which can be given to children?

These are the purposes for teaching Roman history as worked out in the University Elementary School:

To see the growth of Roman power from the small Latin settlement on the Palatine to the seven-hilled city on the Tiber that became the controlling power of Latium, of Italy, and finally of the whole Mediterranean world.

To see the progress of civilization as shown in the life of the Romans compared to that which existed among the Greeks.

To learn something of the customs and ideals of these people who gradually became able to govern the countries of the Mediterranean better than they had ever been governed before.

To see how the Romans learned from others, the Etruscans, the Carthaginians, the Greeks, and the countries of the East and how they assimilated the best in the customs of these peoples.

To see what Rome has contributed to civilization; her language, her literature, her buildings, and her manner of ruling other people. In short, how Rome lived, how she conquered, how she ruled, and how she civilized.

The type lesson which follows shows one method which was used very successfully in presenting Roman history to a class of 4A children.

TYPE STUDY IN ROMAN HISTORY

(Sand-Table Work in Roman History. Growth of Rome. Showing Use of Sand-Table. Roman history runs through the second semester of the fourth grade.)

In Roman history, the emphasis was laid first on a study of Italy itself, to obtain a background for a full understanding and appreciation of the people that lived and ruled there many centuries ago.

For this topic a study was made of the shape and position of Italy, its climate, and its surface. The children compared the shape of Italy to that of Greece, the study of which they had finished the preceding semester; noticed that Italy was larger in size, and in outline long and narrow, in contrast to Greece. They also noticed the regular coastline of Italy as compared with the irregularity of the coast of Greece. No better form of description could be found for the shape than the one of the "boot extending into the Mediterranean Sea, its toe to the south, its heel to the east," and Sicily the football which the boot was about to kick. We found that it was about as far north on the world's surface as Chicago, and the class instantly volunteered the information that Italy was much warmer than Chicago because olives, figs, and oranges grew there, and in Chicago it is too cold for such fruits. Then the climate was explained: that the warm winds from the hot deserts of Africa blow over the Mediterranean Sea and give Italy a mild climate.

In taking up the surface another feature of the climate was brought out in the location of the lofty Alps Mountains which protect the plains of the Po River from the cold winds so that in this broad valley are raised grains and tropical fruits. Running through the center of the peninsula are the Apennines, not so high as the Alps, and extending far to the eastern coast, thus giving a broad coastal plain to the western part through which flowed the river Tiber. The difference in the eastern and western slope of Italy was discussed; the steep, rocky coast on the east, and the gradual descent on the west, with the fertile valley of the Tiber between the mountains and the sea. In this connection the contrast was brought out between the people of the plains and those living in the hills, the difference in their habits and manner of living.

After all these points had been brought out with the aid of a physical map of Italy, the outline of the country was drawn free-hand with the large wall map before the children; then, to get a

more exact conception, they traced it several times from a smaller map.

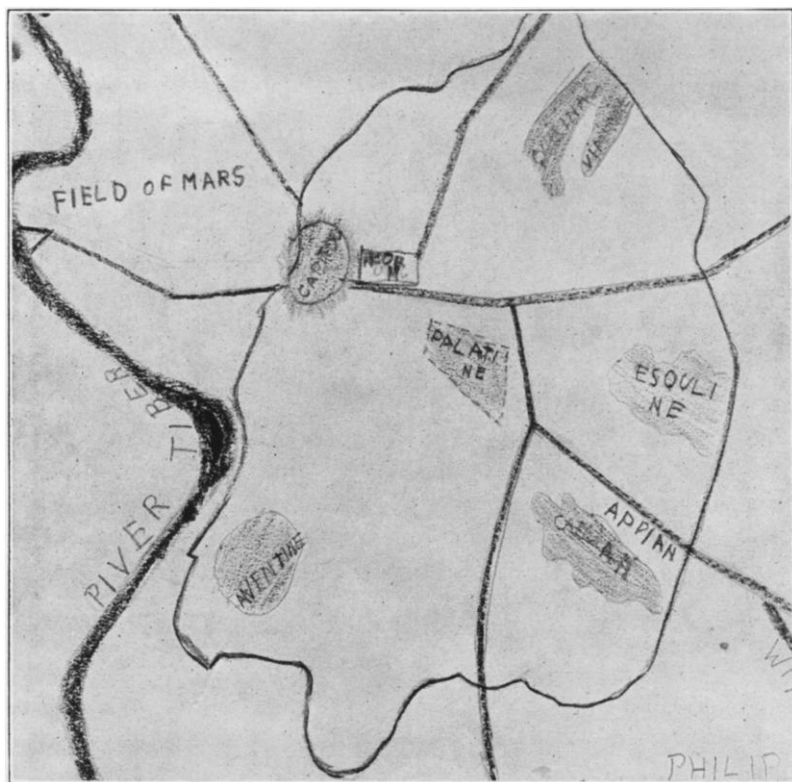
Then they were ready to model the country in the large sand pan, which is seven by five feet. All members of the class took part, and when the model was finished, Etruria was located in the northern part, Latium in the south, and Rome on the south bank of the Tiber, with Alba Longa near by. Now we were ready to tell the story of the founding of Rome, following Aeneas on his perilous journey from Troy to Sicily, then to Carthage and thence back to Sicily, and from there to Latium in Italy.

Now that we had a picture of Italy as a whole, with Rome located in relation to the rest of the surrounding country, we were prepared to take up more in detail the appearance of the city which was to be the center of our study in Roman history. So the next step was to build the seven Hills and the Tiber. As a preparation for this a map of Rome was drawn on the blackboard, showing the most important parts which existed at the time of the kingdom and the early republic. The children observed the seven hills in the relation of their position to the Tiber River and to the first and second walls of Rome, and they learned their names incidentally, through this observation. Several of the class had been in Rome, consequently they were able to add a great deal to the subject-matter, both as to information and also as to interest. Before the representation was made on the sand-table, each child in the room made a drawing of the plan of Rome indicating these things:

The Seven Hills	Field of Mars
The Tiber River	Great Circus
First and Second Wall	Temple of Janus
The Sacred Way	Temple of Vesta

After the maps were completed work was begun on the sand-table. However, all the things mentioned were not constructed at once, but were put on in the order of their appearance in history. For instance, at first nothing was shown but the hills and the river. With this much the class could tell the legends of the kingdom: Romulus, the war with the Sabines, the capture of their women, and the fight between the Horatii and the Curiatii. The Temple of Janus and the Temple of Vesta were built; no special emphasis

was placed on these buildings; they were mentioned simply as explanations of the customs and religion of the early kingdom. The Temple to Jupiter, Juno, and Minerva was placed on the Capitoline Hill, and the Circus Maximus, where games were held, was laid out. The mode of warfare was discussed in connection with the



PLAN OF ROME DRAWN BY ONE OF THE CLASS IN PREPARATION FOR THE SAND-TABLE REPRESENTATION

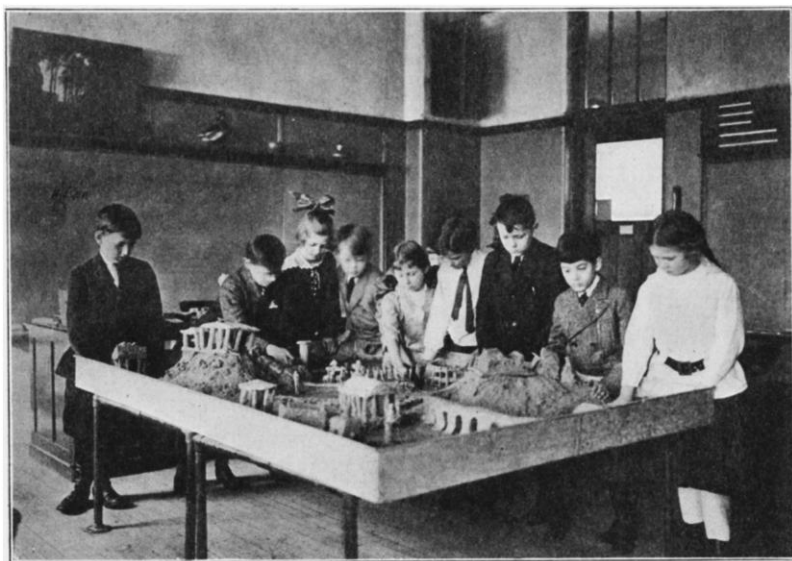
Campus Martius. Here the division of the troops and the meeting of the assembly of the centuries were talked about. Then the first wall, which had been built around the Palatine Hill, was superseded by the second wall, which extended entirely around the city. For this the children made bricks of clay $1' \times 1\frac{1}{2}'$ and placed them together to form a continuous wall.

Taking up the republic under the conquest of Italy, the legend of Horatius was the next incident pictured on the sand-table. For this, a rude bridge was made by one of the class to be used as the center of the stirring scene. The Tiber was banked in on either side with clay and filled with water so that there would actually be an opportunity for Horatius "to plunge headlong into the tide." Janiculum, on the farther side, was fortified and we were very fortunate to have some tiny Roman soldiers presented to us by one of the pupils, to make the picture even more real. They were lined up, part on the Janiculum side for Lars Porsena's men and part on the other side to defend Rome. The study of the poem was given in the English periods, and was read to the children not only once but several times. Every child who told the story came to the sand-table and showed the different places spoken of, as he did so. The climax was the reciting of six or seven stanzas of the poem: no stated requirements were made—if any child learned more than another, it was because he wanted to.

These topics were not depicted on the sand-table: the war with Pyrrhus, the Punic wars, and the eastern conquests. They were developed by story and reading, and several art periods were given to illustrating certain events in connection with these wars, as: the elephants of Pyrrhus, Hannibal crossing the Rhone, and Hannibal crossing the Alps.

As history unfolded itself and the settlement on the Tiber grew to be the Mistress of the World, the children needed to know more of the buildings and public works which were the result of that far-reaching civilization. So when we had reached the middle of the period of the republic in our study, we destroyed the scene of the Seven Hills on the sand-table and began to build the neighborhood of the Forum. The whole space in the pan was devoted to the Capitoline and the Palatine Hills and to the construction of some of the monumental buildings and the other structures whose ruins still remain as evidences of Rome's greatness and power. These were studied and constructed from the point of view of the relation which they bore to history at the time of their erection. They were a means of developing in the minds of the children an appreciation of the stages of growth and progress of the Roman people. Each

building represented to the child that particular bit of history included in its erection. After reading, discussing, and writing about a certain temple, the drawing of it was taken up in the art periods. Many pictures were brought from the Museum and used both in the historical study and in the working out of the drawings. The modeling of the structure was the climax of the study and was done in the construction time, which consisted of two one-hour



CHILDREN AT WORK ON THE MODEL OF ROME

periods a week. Usually a group of children worked on one building; for instance, in building the Pantheon, two children made the pillars, another the roof, and still another the foundation. Such a thing as an arch, or a column, could be made by one child. Each structure was worked out and placed on the sand-table in the order in which they were actually built; in this way the children gained a knowledge of the use and growth of the Roman Forum and its relation to the life of the people. Just as in the early kingdom the Forum meant to the children the meeting-place of the Latins and Sabines, typifying a state in its early development, so in the empire it meant a place of imposing statues, buildings, and triumphal

arches, a significant story clinging to each in the mind of the child. The Colosseum meant not merely a clay structure, but an understanding of its use, a vast arena in which forty thousand spectators could gather and watch the combats of thousands of men and wild beasts.

The construction of the Appian Way followed a discussion of Roman roads, and the road was built by the children in the true Roman fashion. Over it they depicted many triumphal processions. Hannibal was represented approaching the Roman city, threatening it with destruction. Another time they showed the triumph of Marius, bringing Jugurtha back in chains, and in this instance it was not enough to imagine the doomed prisoner from Numidia, but it was necessary to represent the conquered one at the head of the triumphal procession by means of a small doll bound in fetters which had formerly served as a key chain. A few days later he was thrown, chain and all, into the Mamartine Dungeon, which was a large hole dug in the side of the Capitoline Hill.

After a study of life in the empire, which included, among other topics, the Roman house of that age, two houses were constructed and placed on the Palatine Hill and a long aqueduct brought water from the mountains to the hill so that they could be supplied with water.

These were the buildings included in the neighborhood of the forum:

Temples:	Arches:
Basilica Julia	Constantine
Capitol	Titus
Vesta	
Castor and Pollux	Columns:
Augustus	Trajan
	Marcus Aurelius
Amphitheatres:	
Circus Maximus	
Colosseum	
Aqueduct	
Houses	
Appian Way and other roads	

Through this sand-table work, an effort was made to bring the history of Rome more concretely before the minds of the children, to make them see, in these buildings which they had modeled in their crude way, something of Rome's struggles, her losses, and her successes, and of her religion and manner of living.

A

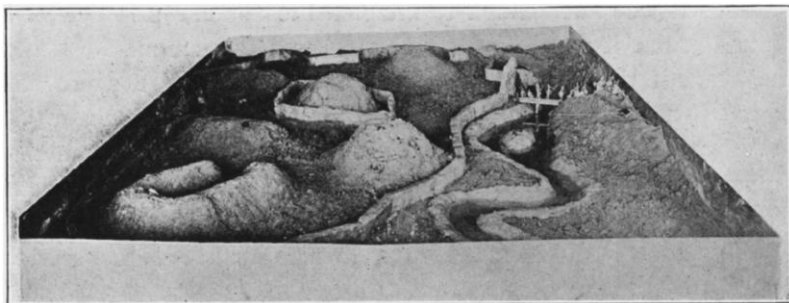
4 A HISTORY

U. E. S.

Horatius

After Tarquin had been driven from Rome he got very angry and asked Lars Porsena of Clusium to fight Rome so he could get back his throne.

So Lars Porsena got his mighty army host together and marched on Rome.



SAND-TABLE WORK SHOWING HORATIUS AT THE BRIDGE

Soon the Romans saw one little village after another burst into flames. They had fortified Janiculum, just on the other side of the Tiber, but the Romans knew that if they could hold the bridge they would win. When the foes' army was just going to march across the bridge a brave man named Horatius stepped forth and said that he and two others would hold the bridge while the other Romans hewed down the bridge. But just as the bridge was going to fall the two men that were with Horatius now jumped into the river and swam across. When he reached shore as a reward he was given as much land as two strong oxen could plow from morn till night. Once the people put up a statue of him which stands there till this day.

B

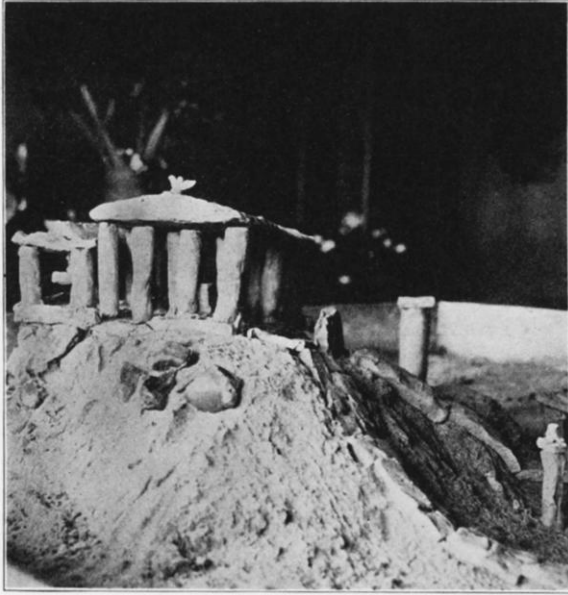
4 A HISTORY

U. E. S.

The Capitol

Another important temple we built in our sand pan was the Capitol. After Tarquinius Priscus's enemies had been subdued he set to work to improve the city and in honor of Jupiter, Minerva and Juno he built a splendid temple called the Capitol. While the workmen were working on it they had to

remove a few altars that had already been put in but Tarquinius would not let them move the altar of the god of youth because he said, if they did they would not keep young and strong any more and also he would not let them move the altar of the God of Boundaries because he said, their boundaries would keep going backwards if they did, so the two altars were left standing. When the temple was finished it was the most beautiful temple Rome had ever had. It burnt down three times but was always rebuilt again. One of these



CAPITOL

times when it was rebuilt it was so pretty that I will have to describe it to you. The gates were of brass covered with gold while the inside was of marble and was decorated with gold and silver ornaments. It was situated on the south west side of the Capitoline hill and covered eight acres of ground. The children that modeled the Capitol in the 4 A grade are Payson Wild, Helen Farwell, Roger White and Harry Harkins.

4 A HISTORY

C

U. E. S.

Sand-Table Work in Roman History

This picture shows the second scene which we made in our sand-table, the City of the Seven Hills. The hills are the Palatine, Aventine, Capitoline, Caelian, Quirinal, Esquilne and the Viminal. Then we made the Tiber River

and put clay on the banks to keep the water from soaking in the sand. One of the boys made a bridge for the sand-table. Roger brought some soldiers, so we made Horatius at the bridge. Harry made a gate to put in the front of the bridge. Across the bridge we made Janiculum. We made the first wall which was around the Palatine Hill and the second wall which surrounded the city.

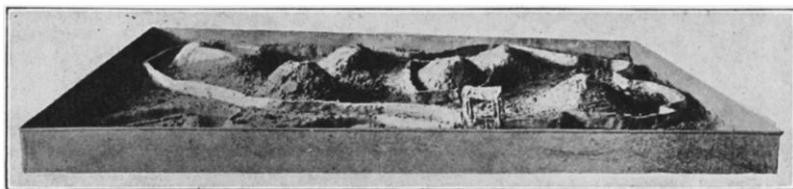
D

4 A HISTORY

U. E. S.

Italy

Italy is a peninsula in the southern part of Europe, and extends into the Mediterranean Sea. It is shaped like a boot. The heel points east and the toe south.



SAND-TABLE WORK SHOWING: THE SEVEN HILLS OF ROME; THE FIRST AND SECOND WALLS OF ROME

Italy is about as far north as Chicago, but the Alps protect it from the cold northern winds and as it is in the southern part of Europe it has a mild climate.

There are some mountains in Italy called the Appennines that extend through the center of the peninsula, and when they get to the ankle they follow the western shore till they reach the end of the toe. Then they continue in an island near the toe called Sicily.

The largest river in Italy is the river Po. Its plains are the most fertile in all Italy. Grapes, olives, oranges, lemons, figs, and almonds are raised here, and the mulberry-tree is cultivated for the support of the silk worm.

The river Tiber is the next largest river. About twenty miles up the Tiber is Rome the city we are going to study about in our Roman history.

E

4 A HISTORY

U. E. S.

The Founding of Rome

Long ago there was a King of a town called Alba Longa, but his brother who was a wicked man and wanted to be king himself took him off the throne, and locked his daughter up in prison where twin sons were born to her. When

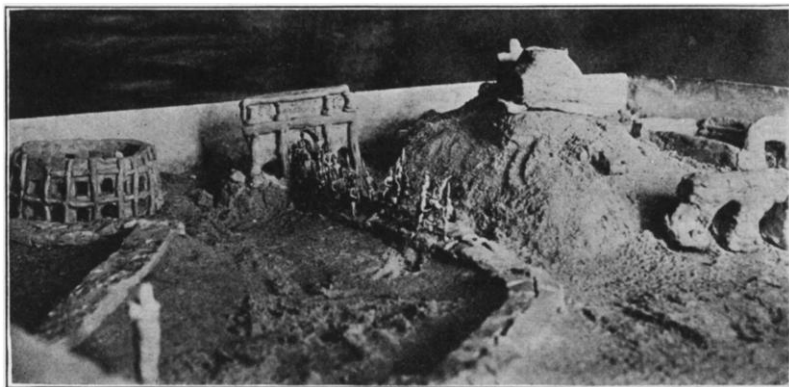
her uncle heard this he became jealous and ordered them to be drowned in the river, Tiber. At that time the river Tiber was overflowing and the servant was



RELIEF MAP OF ITALY IN SAND

afraid to go near so he left them in shallow water and they drifted down the river where they caught in some vines on the south side of the river. After awhile the twin babies began to cry and a mother wolf who had lost her cubs

came and nursed them. But as time wore on a shepherd who had seen the wolf going and coming, soon found the boys and named them Romulus and Remus. It wasn't long before they heard how their father had been taken off the throne. So one day they set out to put their father back on the throne. But the people of Alba Longa could not live inside its walls so Romulus and Remus made a city on the Palatine hill. But the people did not know what to call the city, so one day Romulus stood on one hill and Remus on another hill, after awhile Remus saw six vultures and Romulus saw twelve vultures and the city was called Rome after Romulus.



SAND-TABLE WORK SHOWING: COLOSSEUM; APPIAN WAY; ARCH OF CONSTANTINE;
A ROMAN TRIUMPH; A ROMAN HOUSE

F

The Appian Way

At school we made the Appian Way in clay on our sand-table. The real Appian Way extended from Rome to Capua. The man who ordered this road to be built was named Appius Claudius, so it was named for him. There were many other roads leading out of Rome. To make a Roman Road first the people brought pieces of stone and clay. This formed the bed of the road. Then upon this were laid large blocks of solid rock. These roads were so smooth that they looked as though they were built of one continuous stone. The object of having roads was that if any city was to rebel they could march their soldiers to the place quickly. The Appian Way was the most famous of all these roads. Across it came the terrible Hannibal with his army. St. Paul was also brought over this road to be tried before Nero. Queen Zenobia bound in Golden chains was brought over the Appian Way as a Roman captive and Jugurthu was also brought over this road.

G

4 A HISTORY

U. E. S.

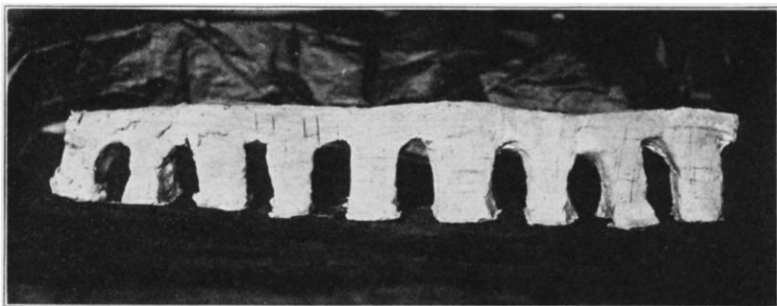
The Arch of Constantine

When Constantine became emperor at the death of his father Constantius, Maxentius disputed his claim to the empire. Constantine set out to meet Maxentius who ruled Italy, and had a large and powerful army.

At noon the day before the battle Constantine and his army saw a cross in the sky and some Greek words which meant, "By this sign conqueror."

Constantine made a vow that if he won the battle he would become a Christian. He had a new standard made which had on it the cross and the inscription he had seen in the sky. He carried this before him in battle.

The two armies met near Rome and Constantine won the battle. In memory of this victory he had a fine arch built which is still standing, and is called the Arch of Constantine.



ROMAN AQUEDUCT

It has four large pillars and three archways. The archway in the middle is very large, and there is a smaller one on each side. There are some words in Latin over the large archway, and beautiful figures carved over the smaller ones and at the top and base of the four large pillars. The arch of Constantine is very beautiful and is one of the largest in Rome.

H

4 A HISTORY

U. E. S.

The Roman Colosseum

The Roman Colosseum is an oval shaped building covering six acres of ground. It was built by Vespasian, Titus and Domitian.

There are many stairs leading to different sections. At the head of the Arena is a platform where the Emperor sat, just above him sat the citizens. There was also a section for the soldiers.

The Colosseum was used mostly for gladiatorial combats.

4 A HISTORY

I

U. E. S.

A Roman Aqueduct

In the olden days the Romans could not get pure water in Rome. Many of their bravest men had died from a disease which impure water had given them. Sometimes the Romans could not even send their men out to fight. So they thought of a way to get water. Eight miles away were the Alps. They knew that the snow on them would melt. So they decided to build aqueducts to bring the water to them. At first they did not dare to build them above ground for fear their enemies would turn the stream aside. But after they had subdued their foes they built them above ground. Some of these aqueducts are still standing. They are made of stone. At school George and I made one. We made it out of clay for a Roman village.